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ABSTRACT

The Library Literacy Program, Title VI of the Library Services and Construction Act, is the largest federal library program under which state and local public libraries can apply directly to the U.S. Department of Education to compete for literacy grant awards. State public libraries may use the grant funds to coordinate and plan library literacy programs and arrange for training of librarians and volunteers to carry out the programs. Local public libraries may use the funds to promote the use of voluntary service of individuals, agencies, and organizations in providing literacy programs and to acquire library materials, use library facilities, and train volunteers. In fiscal year (FY) 1988, 224 grants totaling over $4.7 million were awarded; grants ranged in size from $1,000 to $25,000, and averaged $21,370. This report examines and analyzes the types of projects funded in FY 1988. Section 1 discusses probable trends and major directions taking place in the Title VI projects; Sections 2 through 11 discuss and give examples of common elements that characterize the projects. Three appendixes, which make up a large part of the report, provide (1) a list of the types of activities undertaken in individual FY 1988 projects together with a code for each activity; (2) a list of projects by state and library which gives for each project the name and number of the library director, the telephone number, amount of funding, and codes for the activities engaged in; and (3) a statistical report and analysis of the program, which includes descriptions of the activities listed in the first appendix. (SD)

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Library Literacy Program

Analysis of Funded Projects

1988

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Foreword

Libraries are active participants in the fight to reduce illiteracy in this Nation. Large and small, urban and rural, all types of libraries provide literacy services.

The Library Literacy Program, Title VI of the Library Services and Construction Act (LSCA), makes grants to State and local public libraries to support literacy programs. The program has been funded at approximately $5 million annually since fiscal year 1986, the first year of the program. Grants are awarded on a competitive basis. Approximately 230 grants are awarded each year, reaching libraries in almost every State.

This report analyzes the types of projects supported and discusses some emerging trends. A new feature in this year's publication is the list of activities describing each grantee (see appendices A and B). This list shows the scope of each project and can be used by the reader to identify libraries working in a particular area of interest.

The LSCA Title VI program is administered by Frank Stevens, Director of the Library Development Staff; Carol Cameron and Barbara Humes, Program Officers; and Dianne Villines, Program Assistant. Carol Cameron and Barbara Humes gathered the data on the projects and developed the program for analyzing the data and compiling them in this book. This report documents the strengths and successes of the diverse efforts being made by our public libraries to combat the problem of illiteracy. We trust that you will find the projects as exciting and challenging as we do.

Anne J. Mathews
Director
Library Programs
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and Improvement

Preface

The Library Literacy Program, Title VI of the Library Services and Construction Act (LSCA Title VI), is the largest Federal library program under which State and local public libraries can apply directly to the U.S. Department of Education and compete for literacy grant awards. State public libraries may use grant funds to coordinate and plan library literacy programs and arrange for the training of librarians and volunteers to carry them out. Local public libraries may use grant funds to promote the use of the voluntary services of individuals, agencies, and organizations in providing literacy programs and to acquire library materials, use library facilities, and train volunteers for local literacy programs.

By August 12, 1988, 224 grants totaling $4.787 million were awarded to 203 local public libraries and 21 State libraries for fiscal year (FY) 1988.

The grants were reviewed by a panel of 74 literacy experts representing local and State libraries, literacy councils, State departments of education, institutions of higher education, and private or other literacy efforts. Grants ranged in size from $1,000 to the maximum amount of $25,000. The average amount awarded was $21,370.

Library Literacy Program: Analysis of Funded Projects, 1988 is an examination of the types of projects funded in FY 88. Section 1 of the book discusses probable trends and major directions taking place within the LSCA Title VI projects. Sections 2–11 discuss common elements that characterize the projects and include selected examples.

Appendix A provides an exhaustive list of literacy activities culled from all of the projects. Each activity is given a coded letter/number combination.

Appendix B presents descriptions of each project. The projects are listed alphabetically by State, giving the name of the library, its location, the director's name, the funded amount, and the activity codes. Each of the projects has been reviewed and assigned codes corresponding to the activities listed in appendix A. Activity codes were assigned to each project if those activities were clearly stated in the proposal as objectives or key activities of the project and if they were supported by LSCA Title VI funds.

The list in appendix B gives the reader an idea of the scope of each project. Conversely, if the reader is interested in a particular activity, such as computer-assisted instruction (E2), he or she can identify which libraries have incorporated that activity in their projects by scanning the chart for that particular code.

Appendix C is an analysis of FY 88 applications, grants, and project activities. It provides statistics on the applications received and funded, and analyzes State and local public library activities. Statistics cited in sections

1–11 refer to activities conducted by all FY 88 LSCA Title VI grantees, while those in appendix C are separated into statistics on State library activities and on local public library activities.

This publication offers new ideas to libraries with literacy programs and may inspire those who are looking for solutions to illiteracy in their community. Librarians and literacy providers are encouraged to use this book to contact libraries that are working on similar projects.

Carol A. Cameron
Barbara A. Humes
LSCA Title VI Program Officers

Abbreviations

These abbreviations are used throughout this publication:

ABE:	Adult Basic Education
ESL:	English as a Second Language
FY:	Fiscal Year
GED:	General Equivalency Diploma based on General Educational Development Tests
LSCA:	Library Services and Construction Act

Section 1

Overview of the Library Literacy Program

During the 3 years the LSCA Title VI Library Literacy program has operated, the literacy projects have become more sophisticated. In the first 2 years, many libraries used LSCA Title VI funds to start literacy projects. Many of these early projects focused on startup activities—collection development and public relations—and were staffed mainly with volunteers. Now, while LSCA Title VI still funds startup projects, more of the projects are established, and the libraries are seeking LSCA Title VI funds to expand and intensify their efforts. This year, most projects have paid, qualified staff to plan, organize, and direct the activities of projects that rely on volunteers for services. A paid coordinator, for example, maximizes efforts and provides structure, support, uniformity, and direction for the diverse literacy activities.

Libraries are adapting methods proven successful from the business and education sectors. Marketing strategies are raising public awareness, well-planned objectives are increasing accountability, tutorial programs are being tailored to the results of an evaluation of the community, and networking and coalition-building are helping to increase human, financial, and physical resources.

The Wilmington Library in Wilmington, Delaware, for example, uses a participatory style of management to operate its literacy program. The library has seven committees of volunteers who develop and carry out activities that support the program's objectives. The committees are: training, program evaluation, finance, publicity, volunteer support, student support, and recognition. The heads of these committees and a number of concerned community leaders form the steering committee which advises the literacy program coordinator. The literacy program coordinator is, in turn, responsible to the Wilmington Library's director of adult services.

As librarians gain experience in administering library literacy projects, they report new concerns. Some of the trends among LSCA Title VI projects funded this year are: retaining veteran tutors, using creative incentives to retain students, providing services to the handicapped, and improving program evaluation methods.

Retaining Veteran Tutors

As literacy projects expand and continue, libraries are finding that the pool of untapped volunteers is not limitless. Although helping someone improve reading skills may be a gratifying experience, it can also be draining. Volunteering takes much time and commitment. Those who are

trained and have gained tutoring experience are a resource to be preserved. The trend is toward maintaining a seasoned corps of volunteer tutors. Libraries are increasingly using and experimenting with methods to retain "veteran" tutors. Seventeen percent of the FY 88 LSCA Title VI projects are conducting activities designed to reinforce and recognize the efforts of volunteer tutors. Grantees are addressing this issue by assessing tutors' needs and providing inservice workshops to stimulate the tutors and enhance their skills and by providing positive recognition.

For example, the Kern County Library in Bakersfield, California, has established tutoring sites in 18 branch libraries. Since 1984 it has trained 851 volunteer tutors, but only 104 are currently tutoring. As a result of this low retention rate, the library proposes to provide tutors more support and training. The library will develop and test methods of support other than inservice training, including counseling by a reading specialist, informal meetings of tutors, workshop class reunions, and tutor mentoring.

The Washington County Public Library in Abingdon, Virginia, is forming student and tutor advisory councils to recommend and augment the evaluation process of the literacy program. It is also anticipated that the program will be certifying former students as tutors.

Using Creative Incentives

Creative incentives are being used to encourage students to continue and advance with their studies. Many incentives capitalize on cooperative arrangements with other organizations. For example, as libraries facilitate the involvement of community leaders with the literacy effort, many businesses and service agencies have responded by providing space for tutoring, donating money or supplies, or publicly promoting literacy services. Some businesses have also decided to take a more personal interest in literacy activities and have devised ways to assist the learning effort. For example, tutoring space is usually sought in libraries, churches, or other public-use spaces. However, some businesses are helping to take the tutoring to the students by providing tutoring space in unusual places such as yogurt shops or converted guest rooms in motels.

Government agencies in Newport, Washington, are planning to bring volunteers from the Pend Oreille County Library's literacy program into the agencies for the specific purpose of helping nonreaders fill out agency forms. As volunteers, they will provide information about the adult literacy program, identify potential literacy clients, and encourage students to enroll in the literacy program.

Newspapers are increasingly involved in literacy activities. Some newspapers offer free subscriptions to literacy students who obtain certain levels of reading skill. In Contra Costa County, California, the local newspaper company has joined forces with the library to encourage

participation in its literacy project. The newspaper company provides free ads; produces a weekly column written at the 6th grade reading level that is used by the literacy project as a directed reading lesson; and requires a reporter to devote 75 percent of his time writing feature articles on literacy.

Other libraries are experimenting with providing student support or counseling to ensure retention and success in the tutoring program. In New York, Schenectady County Public Library is hiring a student liaison to maintain student contact and provide appropriate orientation and support.

Services for the Handicapped

Providing literacy services for the learning disabled and physically handicapped is another emerging trend. Reading difficulties may be the result of physical or other problems. Unless the problems are identified, the typical literacy program may be ineffectual. Some libraries are screening potential students for visual and auditory dysfunctions as part of the intake process. The students are referred to a more appropriate agency or the project enlists a specialist trained in providing services for these students.

Six percent of this year's projects have some sort of component to provide services to the functionally handicapped. For example, the Hawaii State Library System in Honolulu is starting a program to improve the literacy of adult deaf persons who have no written English language skills. Individuals with manual communication skills in languages other than English and those with no communication skills will be tutored to improve their abilities to read, write, and communicate in English. English vocabulary and language concepts will be reinforced with field trips, interactive games, and computer and video programs.

Improving Evaluation

As awareness of literacy problems increases, those agencies and institutions that have a stake in a more literate society are wanting to know more about the effectiveness of literacy programs. The proof of whether the programs are working is largely contingent on careful evaluation and measurement. Although there is no agreement among literacy leaders about what constitutes "success" or whether it can or should be measured in purely objective terms, some national literacy organizations are developing means by which evaluative data can be collected by local literacy providers. Many LSCA Title VI libraries are incorporating these measures into their literacy projects. Although the collection of quantitative data (number of students, tutors, instructional hours, books circulated, and the like) has been widely used, measures of student progress are becoming more important as indicators of program success.

For example, the Letcher County Public Library in Whitesburg, Kentucky, is designing a recordkeeping system which will enable the

program manager and the organizations to which the program is accountable to analyze the effectiveness of the program and the efficiency of program management. To evaluate student progress objectively, data will be compiled from student progress sheets and other recordkeeping forms. Subjective data about students' progress will be collected via telephone contacts by project staff and discussions with tutors. Skills assessment tests will be administered to students upon entry into the program, and checkup tests will be given at appropriate times during the program. At the end of 6 months in the program, each student's decoding skills, reading comprehension, and oral comprehension will be tested. Extra care will be taken to prevent anxiety and apprehension in the student while administering all tests. The project staff, in cooperation with the literacy council, will design an evaluation process to periodically assess the progress of the program to determine the extent to which the project's goals and objectives were met. This will be accomplished by examining the data collected and recorded during the program. Finally, the project will allow an independent review committee, appointed by the Library Board, to evaluate the project's progress at the end of the 12-month period. The review committee will not be associated with the literacy project or the literacy council. The committee will examine quantitative aspects of the program as well as administer a questionnaire to the public.

To acquire solid data to substantiate what is already known through anecdotal records, the Library Cooperative of Macomb in Mt. Clemens, Michigan, is developing a plan to evaluate systematically the overall effectiveness of the literacy program. To do so, increased assessment and recordkeeping is required. Project staff will collaborate with reading experts and educational institutions to choose assessment tools and develop data collection instruments.

Although measurement of adult literacy skills is often difficult, evaluation of student progress is accomplished by administering pre-tests when the student enters the program, and post-tests after a student has received a designated number of hours of tutoring. Report forms that provide quantifiable information on the number of hours each student has been tutored, beginning reading levels and progress after post-testing, employment data, and demographic information are often used.

In addition to collecting data to measure student progress, the Camden County Library in Voorhees, New Jersey, for example, is also planning to conduct followup interviews with students to determine whether their individual goals have been reached and whether their self-esteem has been increased, accomplishments that are often more important to adults who cannot read than measured grade levels. The students' reasons for leaving the program and feelings about the tutoring will also be explored.

Section 2

General Literacy Services

Libraries no longer limit the scope of their services to only the reading public. The library has become a partner in the movement to raise literacy levels.

In communities where there are already one or more organizations that provide literacy services, the library can promote the available literacy services, select and purchase reading materials to complement the instructional component, or serve as a central information and referral agency. For example, in Fremont County, Wyoming, four efforts exist to provide literacy services. The Fremont County Library plans to support these programs by developing a resource and referral center for literacy volunteers and learners. The library will gather and compile information about all of the literacy and adult basic education organizations in the county in order to provide a one-point source for information and referral and will establish communications with existing literacy programs throughout the State. The library will also build a resource collection of adult new reader materials to be housed at two branch libraries. The collection will be designed for the use of the students of these programs. The library staff will be responsible for selecting, purchasing, and processing the materials.

In communities where a literacy program is needed, libraries are often catalysts for planning and starting a program. In Espanola, New Mexico, the Santa Clara Community Library will become the site for literacy training and tutoring. The library's two-person staff will develop and conduct an adult literacy program for the Pueblo of Santa Clara, a recognized Indian tribe. The library is located in the Santa Clara Pueblo Neighborhood facility, a tribal building. The librarian is a member of the pueblo. She and her library assistant will each spend 25 percent of their time on the literacy project.

The Colton Public Library in Colton, California, will begin the only one-on-one tutoring program in its community. Potential literacy students heretofore have had to travel to other communities to learn basic reading and writing skills. The library will design its program based on the beneficial experiences of other library literacy programs. To prepare for this project, library staff consulted with representatives of neighboring literacy service providers, the State library, and other libraries with literacy projects.

Just as local public libraries participate in literacy activities with various levels of involvement, some State libraries are more active in literacy than others. Some State libraries are very experienced and are actively involved

with literacy programs, but others are just beginning to explore their role in addressing this issue. For example, for the first time, Nevada is launching a Statewide assault on illiteracy. Nevada is a small State of just over one million residents with challenging demographic characteristics, including only two major cities, a variety of remote towns, a high transiency rate, and a diverse ethnic character. The Nevada State Library and Archives is a member of and serves as headquarters for the newly formed Literacy Coalition. During the project period it will start up new library literacy programs in six rural locations; provide four regional institutes for trainers in libraries and volunteer literacy projects; conduct monthly training sessions for local program coordinators and volunteers; offer on-site consulting with each local literacy program with strong emphasis on networking and cooperative training for ABE/ESL programs, libraries, and volunteer literacy providers; provide instructional materials for all librarians and tutors participating in library-based literacy training; and provide a core collection of literacy training materials and new reader items in each participating library.

Section 3

Coalition-Building

Involvement of community leaders in planning and executing a literacy program ensures community acceptance, support, and participation. Coalition-building usually targets business owners, major employers, church leaders, locally known media persons, boards of education, civic organizations, and public social service agencies, and elected officials.

Supporters of a local literacy program can ease recruiting efforts, provide additional opportunities for publicity and public awareness, serve on literacy councils to help with policy and planning decisions, and solicit resources.

Coalition-building starts when literacy proponents contact identified community members and arrange an exploratory meeting to strengthen the effort or establish a literacy council; issue an invitation to attend a literacy council meeting or tour the literacy facilities; seek an opportunity to make a presentation on literacy at a civic or business gathering; or network with community leaders at social, political, and business functions.

Twenty-six percent of the FY 88 grantees propose to conduct coalition-building activities. Some examples of these activities follow.

In Pattawotomie County, Oklahoma, two communities have literacy councils. The Shawnee Carnegie Library proposes to form the Pottawotomie County Literacy Advisory Board, establish a speakers bureau, and hire someone to coordinate countywide literacy efforts and establish councils in other communities within the county as needed.

The Bristol-Washington Township Public Library in Bristol, Indiana, will operate a single, coordinating agency to assist and support literacy providers and learners in the community and help expand their services. Among the agency's objectives are to develop at least 12 cooperative literacy programs among local public libraries, literacy agencies, and private businesses and industries; to offer at least 25 public programs and orientations which promote literacy development and the use of literacy services and resources; and to publicize the services of its Literacy Network and its member agencies.

The State Library of Ohio will assist public libraries in developing countywide literacy coalitions. The State Library will survey the State to update its information on local literacy coalitions and will use the results to identify elements associated with effective coalitions. State workshops, targeted to public libraries without local coalitions, will be held to introduce models for achieving successful coalitions. The State Library will

provide participants with publicity packets to be used in developing literacy coalitions.

Section 4

Public Awareness

Public awareness activities are conducted by libraries for three reasons: 1) to raise the level of understanding regarding the nature of illiteracy and its effects on the individual and society; 2) to recruit volunteers and tutors; and 3) to pursuade members of the community who may need improved literacy skills to take advantage of existing literacy services. Seventy percent of the FY 88 grantees describe specific measures they would take to improve public awareness of literacy and/or their literacy services.

The Cherokee County Library in Gaffney, South Carolina, will be directing a multipurposec publicity and information campaign using local media and industry contacts to saturate the community and the business/industry sector with relevant information on literacy. The library will produce a special literacy supplement for the local newspaper, produce public service announcements advertising literacy services, and distribute posters and brochures. A slide/tape show and a video show promoting the library and literacy services will be produced to be shown to community groups. Other publicity efforts will be directed at students, with brochures printed in Spanish and Japanese, to reach members of those groups in the county. At least three different radio public service announcements and a series of public service announcements for television promoting tutoring and the accomplishments of people who have been through the program are planned. To recruit tutors, the library will produce a special handout for teachers and local college education majors, disseminate 20,000 flyers within the community, and include information by which potential tutors and volunteers (and students) may make contact with the Cherokee County Public Library.

At the Price City Library in Price, Utah, advertising to recruit students and tutors is a large part of the literacy project. A brochure will be distributed to all schools, grocery stores, government offices, shopping centers, churches, senior citizen centers, coal mines, and other businesses. In addition, posters will also be developed in English and Spanish. Since over 70 percent of the households in the service area receive cable television, public service announcements will be placed on the local cable channel.

In Jackson, California, the coordinator of the Amador County Library literacy program will recruit, screen, and train volunteers to develop a speakers bureau. These volunteers will prepare and give 25 talks to service groups, nonprofit agencies, county offices, and private businesses to make their members and employees aware of the benefits of learning to read.

They will also show the detriment nonreaders are to the community when they are in the work force or are unemployable because they cannot read. With the goal of having 30 public service articles released, publicity campaign volunteers will draft news releases for all local newspapers, the radio station, and newsletters of service groups.

Although libraries and literacy service providers are often operating at full capacity, statistically they find that they reach only a fraction of the number of illiterate people in their communities. When the traditional methods of recruiting with posters, public service announcements, and public appeals through social service agencies are ineffective, some libraries turn to other measures to reach the reluctant, potential student. One method is to have a motivated student recruit his or her peers and vouch for the program. The Adrian Public Library in Adrian, Michigan, encourages student input and leadership in literacy activities. In the past, its students have participated in the First National Student Literacy Congress and have participated in student panel discussions at State conferences. The project will continue to build upon this willingness of students to speak out on literacy issues. With cooperation from the two local radio stations, radio reporters will regularly interview students and tutors and use listener call-in features.

Because the Literacy Council of Alaska has learned through 15 years of experience that many English-speaking people who cannot read will not seek instruction and will not try to achieve literacy, the Fairbanks North Star Borough Library in Fairbanks, Alaska, is sponsoring special community projects and 1- or 2-day events to reach all age groups and encourage literacy development for all, especially the families of those who are illiterate. The library will organize a 1-day Winter Fair focusing on reading activities with storytelling, read-together activities, and a bookfair designed to draw parents and children. Another project will teach parents to learn to read children's books. During the 3-month project, childcare will be provided while the parents are tutored in the library. Parents will be recruited through the Salvation Army and the local literacy organization that refers people needing literacy services to the library.

Section 5

Training: Tutors, Trainers, and Librarians

The proper training of tutors, other volunteers, and library staff is an important ingredient to a successful project. Training tutors is the second most frequently performed activity among the LSCA Title VI projects for FY 88. Sixty-six percent of all of the FY 88 projects are training tutors; 29 percent are providing either orientation or project training for library staff; and 11 percent have a component for training trainers.

Tutor Training

Tutors are trained to use several approaches, such as phonics, sight words, and language experience, to teach reading. Tutors learn to assess student skills, plan lessons, and chart student progress. Some tutors opt for further training in ESL techniques. Some examples of tutor training projects that focus on particular training needs follow.

The Massachusetts Board of Library Commissioners in Boston is developing a Literacy Training Kit for tutors and teachers. The kit will include material to aid the tutor in a better understanding of identifying and working with potentially learning disabled adults and other adults with low reading levels. Project staff will work with at least five library-based literacy programs and learning centers to train 50 volunteers to use the kit. Volunteers will receive ongoing supervision from an affiliated literacy program and will meet at the end of the project to evaluate the effectiveness of the literacy kit and the teaching method and materials.

As a result of contacts with a variety of literacy providers, a critical weakness has been identified by the Allen Public Library in Allen, Texas: both paid and volunteer staff lack management skills to run literacy programs. The Allen Public Library will conduct a regional training conference for the increasing number of literacy providers in the region to exchange information and training in management skills. This training will help assure not only continuation of literacy efforts by local programs but also continuation at an increased level of effectiveness.

The Ingham County Library in Mason, Michigan, plans to purchase a video version of its tutoring method for each branch library. At the completion of their training, volunteers may use the video version to review the skills they learned or to later strengthen a particular technique. The added possibility of home viewing, as opposed to a class setting, is a convenient and positive reinforcing tool for tutors.

Librarian Training

As more libraries participate in literacy activities, more librarians are being trained to conduct literacy programs. Under LSCA Title VI, State libraries are generally training librarians in how to develop and implement literacy programs or provide particular literacy services. On the other hand, local public libraries are training librarians and their staffs according to their role in a literacy project. For example, some librarians are trained as tutors; some are trained as tutor trainers; and some are given orientation in literacy methods so they can provide better reference services to tutors and students. Through inservice training, State and local public libraries are helping librarians learn about the content and readability of the literacy collection and about the needs of the adult new reader.

The Washington State Library in Olympia, Washington, is first conducting a Statewide needs assessment of the library community and will use its findings to identify and develop a literacy continuing education curriculum. Then, training in two curriculum areas will be offered in multiple locations to reach the largest number of interested individuals.

The Broward County Division of Libraries in Ft. Lauderdale, Florida, will train library staff and volunteers from 12 communities to provide literacy services so that these services will become part of the library's routine. The difference between the traditional services and the new literacy service is that the literacy service is designed to be accessible to nonreaders and new readers.

The Oregon State Library in Salem, Oregon, is soliciting applications from local libraries and will select 50 with the greatest need to establish literacy programs. The State library will provide training sessions for the librarians and literacy project coordinators covering various topics related to establishing and managing a local library literacy program.

Tutor Trainer Training

Qualified tutor trainers are usually in short supply, and libraries must often contract for their services. To supplement the trainer's services, many library literacy projects provide video training tapes or supply training manuals.

The Los Angeles Public Library plans to extend its literacy services by increasing its training capability. It will establish a corps of volunteer tutor trainers and conduct a sufficient number of training workshops to eliminate the backlog of 480 volunteers awaiting training. A total of 14 trained tutors will be recruited to become apprentice trainers. In teams of two, these apprentices will conduct four workshops each with 25 tutors at each workshop. Under the supervision of a training coordinator, apprentices will rehearse the workshop presentation and then conduct as much of each

workshop as their developing skills allow, so that by the end of 10 months, a team should be able to complete an entire workshop.

The Colorado State Library discovered that local literacy programs are underdeveloped because of a shortage of certified trainers. To alleviate this situation, the State Library is developing a group of 10 tutor trainers. These people, recruited by regions, will work toward trainer certification at State workshops. The full training agenda will be derived from national models.

The Sioux Falls Public Library in Sioux Falls, South Dakota, will provide training for one or more tutor trainers who will in turn accept responsibility for training literacy tutors. A consultant will teach the new trainers how to train using two tutorial methods.

Section 6

Collection Development

An adequate collection of materials for information as well as recreation is necessary for any instructional reading program. Collection development plays a major role in the LSCA Title VI projects. Seventy-four percent of the FY 88 projects are selecting and acquiring appropriate print and nonprint instructional and recreational materials. This represents the most frequently performed activity among the LSCA Title VI projects for FY 88.

Libraries are providing startup collections for new literacy programs, expanding existing collections, or replacing wornout books due to excessive and continued use. The types of materials purchased or assembled by libraries to support literacy projects include workbooks, teachers' manuals, reference books, high interest-low level books, newspapers, magazines, audio cassettes, videos, and computer software.

To develop an effective collection of materials, librarians must be familiar with the instructional methods used with adult new readers, the needs of tutors, and the reading levels of students. With publishers producing new literacy materials in response to consumer demand, librarians are reviewing and selecting appropriate items, sometimes with the assistance of a literacy committee or advisory group.

Although Onslow County in North Carolina already has a viable literacy program, and the local community college has ABE and GED programs, none of the students have access to a collection of materials that support the literacy program. The literacy tutors must purchase their own instructional materials, and some of the ABE/GED teachers bring their students to the Onslow County Public Library since their students are ineligible to use the college's library. Therefore, the Onslow Public Library is going to purchase a variety of fiction, nonfiction, and instructional materials, both print and nonprint, for adults with limited reading experience. Tutors will encourage their students to use the public library. Though the collection will be designed for the students, anyone will be allowed to check out the books.

The Fauquier County Public Library in Warrenton, Virginia, is adding videotapes and computer software to its print literacy collection. An evaluation taskforce headed by the librarian and consisting of a tutor, the director of the adult learning center, and an adult new reader/learner will develop a method for evaluating the newly acquired nonprint material.

The Mississippi State library and a local public library are coordinating their efforts to upgrade the literacy skills of prison inmates. The Mississippi Library Commission in Jackson, Mississippi, is enhancing the existing small

literacy collection at the State penitentiary library by purchasing audiocassette and book kits; books on coping skills; and career, vocational, and recreational reading books with a high interest-low vocabulary format. This project builds upon the literacy program established at the penitentiary by the Sunflower County Library with last year's grant. The Sunflower County Library will continue to provide tutoring services for inmates as part of its comprehensive literacy program. Annotated bibliographies and news releases will be used to inform prison personnel, inmates, and public librarians of the existence of the materials.

Some librarians are enhancing their collections with student-produced materials and culturally relevant materials. These materials provide an extra incentive to new readers. For example, the Rutland Free Library in Rutland, Vermont, is organizing three writing seminars for adult new readers. The project will produce real-life stories, six of which will be chosen for publication. A selected group of professionals will work with each author to transform the manuscripts into high quality books that are illustrated, printed, and bound, then distributed to the 210 libraries in Vermont. Librarians and tutors will participate in regional workshops to develop strategies for promoting and circulating the new books among the libraries' adult new readers.

The Fort Berthold Reservation Library in New Town, North Dakota, will develop, write, and publish a collection of essays that are culturally relevant to Native Americans residing on the reservation. These publications will have three progressive levels of reading skills. The literacy coordinator will provide writing workshops.

Section 7

Targeted Populations

> "The success of any one literacy program ultimately rests on reaching the people in need of help and keeping them interested and involved."
>
> Excerpted from the application of the State Library of Michigan, Sharon Rothenberger, Project Director

Forty-five percent of the FY 88 grantees are using LSCA Title VI funds to serve a targeted population. These services are designed to bring a new population into an ongoing literacy program, to focus limited resources on the area population with the most critical needs, or to remove barriers that prevent a particular population group from obtaining literacy services.

Providing literacy services to adults who speak English as a second language is the most frequently mentioned activity targeted to special populations (21 percent of all LSCA Title VI projects), followed by workplace literacy services (8 percent) and services to Indian tribes (5 percent).

The least targeted populations are the homeless, visually impaired, and mentally disabled adults (as a whole, only 2 percent of all funded projects in FY 88).

The Alabama Public Library Service in Montgomery, Alabama, is going to be a member of a coalition which will also include the State Department of Corrections, the State Department of Mental Health/Mental Retardation, and the State Department of Youth Services. The coalition will determine broad-based institutional needs to establish client/inmate literacy programs and identify high-priority sites in State institutions for establishing these programs. At present there is no organized Statewide approach to the problem of client/inmate illiteracy in State institutions in Alabama.

As part of its literacy activities, the Flathead County Library in Kalispell, Montana, will extend services to institutions and to places of employment. The library will inform and educate administrators and staff of targeted institutions about the problems, needs, and benefits of literacy improvement and will recruit tutors and students from within the institutions. Among the possible institutions are the Montana Veterans' Home, senior citizen centers, retirement or nursing facilities, and the Youth Camp facility for criminal offenders who are 18 to 25 years old. For the other focus of its project, the library will speak with chief executive officers and business owners to educate them to the problems, needs, and benefits of literacy improvements. Tutors and students will be recruited from businesses using staff meetings, announcements in pay envelopes, and other methods.

The Iowa State Library in Des Moines, Iowa, will identify family literacy programs nationwide in order to develop models and techniques for conducting such programs locally. Based on this investigation, brief descriptions of family literacy programs will be developed for potential replication. These descriptions will include not only currently existing library efforts, but will also suggest new or untried roles for libraries in family literacy. Given the large rural population of Iowa and the correspondingly large number of rural libraries, special attention will be given to identifying service techniques for the small public library. In addition, at least one of the proposed models will address literacy among the elderly. As a result of the research, a manual of these programs will be produced, and a Statewide workshop on family literacy will be designed for librarians, adult educators, and human services workers.

The Irvington Public Library in Irvington, New Jersey, recognizes that some students have difficulties that seem to point to learning disabilities. As part of its project, the Library will hire a consultant to evaluate those students and provide recommendations for effective tutoring. An adult basic skills teacher will also be hired who will emphasize, within a classroom setting, such life skills as schedule reading, map reading, measurements, basic geography, and telephone use.

The Chicago Public Library in Illinois will conduct a two-part project to serve the hearing impaired populaton in Chicago. First, the library will recruit volunteers who already possess manual communication skills and provide them with basic training in literacy tutoring. Two regional libraries have been chosen as primary tutoring sites because they already offer the hearing impaired services such as reference service via the TDD (telecommunications device for the deaf), closed captioned decoders, closed captioned videos and films, and staff members with sign language skills. The second component of the project involves the purchase and circulation of high interest-low vocabulary books and read-along audiocassette and transcript kits. These kits will be especially useful to individuals with partial hearing loss. Adapters for hearing aids, tape players, and personal broadcast systems will be purchased.

The Louisville Free Public Library in Kentucky will join with the Jefferson County Board of Education to host and conduct weekly Saturday morning sessions at three library sites during which illiterate adults will be introduced to ways to help their preschool children acquire prereading skills through the use of audiocassette and storybook packages. Program participants will be encouraged to check out the packages to be used at home. The adults will acquire reading skills as they read with their children. To reinforce increased reading competency, the library will provide high interest-low level materials for the adult new reader and will encourage enrollment in literacy tutoring programs.

Section 8

Technology-Assisted Approaches

With ever growing acceptance, the use of technologically-assisted instruction continues to be added to supplement the traditional one-on-one tutorial and workbook approach. Once considered a novelty, this approach has now become a common practice. Read-along book and audiocassette tapes, video programs, and computer software are frequently used to provide students with individualized instruction which they can use at their own pace. Usually such technology allows the student to work with minimal guidance from a tutor. Thirty-seven percent of the FY 88 projects offer some sort of technologically assisted instruction or resources.

Almost one-fourth of all the projects will be setting up and equipping adult literacy resource centers with multimedia, including printed materials, audiovisual materials and equipment, computer hardware and software, or a combination of these. Some of the resource centers will occupy a small space in the library partitioned off with panels. Some libraries will be taking advantage of a new addition to the library building to establish a room devoted to electronic learning, with spaces designated for private tutoring.

In Cleveland, Tennessee, a literacy center will be established and equipped in the newly renovated and expanded historic Cleveland Public Library. By providing a central location for all tutoring activities, the current problem of tutors and students having to search for spaces around the city in which to conduct their sessions will be eliminated. The center will provide handicapped access and will allow evening hour access to the facility when the library is closed. Audiovisual equipment and computer stations will be available for tutor and student use. The center will provide equipment for the production and presentation of materials for tutor training sessions. Key personnel will be trained in the use of the computers and other audiovisual equipment and will in turn train the tutors to do the same. This instruction will be conducted by a consultant hired from the Cleveland State Community College.

Technology can be used to address the various learning styles and instructional needs of students. Reading and writing software can offer instruction in the form of drill and practice exercises; educational games; tutorials where information is presented and followup questions are asked; strategy-building exercises which involve problem-solving in addition to learning content; the capability for tutors to customize students' lessons; and word processing which allows students to easily modify their writing.

The New Britain Public Library in New Britain, Connecticut, a community with a diverse ethnic population, many of whom do not speak English, is looking for additional ways to assist this population in the literacy program. The demand for literacy instruction far exceeds the supply of volunteers. The New Britain Public Library will use computer-assisted instruction, interactive video, and audiocassette programs to expand the use of its experienced tutors and to motivate students. A special collection of videodiscs and microcomputer software and the necessary hardware will be established in the library's new Learning Center. The library believes that computer-assisted software and interactive video will enable tutors to combine meaningful learner interaction with quality drill and practice.

The Hopkinsville-Christian County Public Library in Hopkinsville, Kentucky, will establish a computer-assisted literacy laboratory. A part-time literacy laboratory instructor will be hired to demonstrate use of and provide assistance with the new computer workstations and software. The computer laboratory will provide a new educational opportunity for members of disadvantaged groups.

The Clinton-Essex-Franklin Library System in Plattsburgh, New York, wishes to improve its outreach services to current and potential literacy students through collaborative efforts with other literacy providers and public service agencies. The library system serves an area of 4,491 square miles. Realizing the limited access to service which often results when individuals are homebound or institutionalized, the library plans to purchase a minimum of five portable microcomputers, plus supporting software, so that computer-aided instruction can be made available to interested literacy students in these special circumstances. Those eligible for homebound services will include the disabled, the elderly, and individuals lacking transportation or childcare services. Institutions to be served will include correctional facilities, nursing homes, and developmental centers.

Section 9

Special Instructional Components

In order to make learning meaningful and enjoyable, many libraries are building diversity into their literacy programs, offering instruction on a variety of special topics or in nontraditional ways. To enhance the technical acquisition of literacy skills acquired from basic tutoring and drill and practice, LSCA Title VI projects are offering a potpourri of optional selections designed to help students apply those skills.

Arlington Heights Memorial Library in Arlington Heights, Illinois, will conduct special programs for their ESL and marginally literate students consisting of computer instruction, instruction in the use of reference materials, and problem-solving instruction. Programs will be tailored to the needs of the student population; for example, problem-solving programs will be based on problems adults face in day-to-day living. The library will also continue a book club for literacy students which promotes book discussions structured in an informal learning atmosphere. Finally, the library will provide an opportunity for students to practice their literacy skills while discussing significant relevant social issues. The library will collect reading materials on national issues and develop reading lists for students to use for further research.

The Great Bend Public Library in Great Bend, Kansas, will take a different approach to reading instruction. The library will collaborate with the local community college, area librarians, reading specialists, literacy volunteers, and adult education coordinators to expand and improve the adult literacy program in seven counties that compose the public library's service area. To improve the reading program now available to adults with lower-level reading skills, the project participants will develop a comprehensive reading assessment program. This program will be used to determine the abilities of students referred to the program. Based on the results of the assessment, each student will receive an individualized reading plan and will be assigned a "reading partner" to serve as instructor and mentor. Reading materials and computer software that conform to the objectives of the reading program will be purchased and used selectively according to each student's reading plan.

Many libraries such as the Delta County, Franklin County, and Upshur County Public Libraries in Texas provide one-on-one and small group tutoring services not only in the basic skills areas of reading and writing, but also in mathematics, life skills, and English as a second language.

The Jefferson County Public Library in Monticello, Florida, will promote writing as well as reading skills through the use of computer technology to

publish student materials. Students will produce collections of their stories and newsletters which they can distribute to other adult students, the community at large, and other audiences throughout the State. The students will be working with a desktop publisher in the library's computer lab. Students with no previous keyboard experience will work with tutors to dictate or write stories from their own experience. With the technique of putting letter stickers on the back of students' fingers, students will be able to type their work and gain spelling experience.

Section 10

Employment-Oriented Projects

Very few LSCA Title VI projects have workplace or employment-oriented literacy as their primary focus. However, 32 percent of all the projects address the issue to some degree.

Most libraries offer basic materials, both print and nonprint, on job skill improvement and aim many public awareness activities at businesses. Library literacy personnel speak to business organizations on literacy issues and ask employers to promote literacy among their employees. They seek (and find) tutors and students from the ranks of the employed.

The Cecil County Library in Elkton, Maryland, is expanding its literacy services to include involvement with the business community and to meet the educational needs of the work force. It is establishing a six-member steering committee to include business representatives and develop a literacy needs assessment for distribution to the 44 largest employers in the county. From the data generated by the needs assessment, they will formulate a plan to address identified literacy needs in the business community. Students and tutors will be sought through advertisements and brochures placed at worksites. A literacy pamphlet will be inserted in the pay envelopes at selected businesses. The project coordinator will work closely with business personnel directors to identify adults who need basic skills tutoring. Local business leaders will be invited to attend local and State literacy functions.

Businesses appear to be willing to get involved in strengthening the literacy of America's work force. In Grand Junction, Colorado, a Fortune 500 company new to the community has agreed to assist the Mesa County Public Library in developing a program for undereducated adults in the workplace. This tutoring program will be a model adult literacy project for other companies in the area and it is hoped that other companies will make the same commitment to develop an on-site program and assist their employees attain better literacy skills.

After building a literacy workplace taskforce and exploring problems of illiteracy with union representatives, economic development agencies, and individual businesses, the Eugene Public Library in Eugene, Oregon, is working with the local community college to develop a mobile learning lab. This lab will take the county's literacy program to social services agencies and businesses needing on-site literacy services.

Anderson County, South Carolina, is the location of many industries in the tire, fiberglass, textile, and home appliance areas. The workbase for the

rapidly expanding industrial area is decreasing, and industrial managers are beginning to complain about the basic skill levels of the workers now entering the labor market, especially in today's highly technical environment. The Anderson County Library is proposing a plan to local industries to have tutors for workers at the plant site. The tutors will be specially trained to teach skills necessary to improve the workers' job performance. Six training videos will be developed by technicians and professionals from the local liberal arts college, vocational technical college, and the local cable company to teach tutors how to teach job-related literacy skills. Volunteers will assemble industry packets containing worksheets and other instructional materials. Basic literacy and math skills will be taught.

Some literacy programs offer an opportunity to those persons for whom illiteracy may be a factor in their chronic or sporadic unemployment. The Bradford Area Public Library in Bradford, Pennsylvania, is cooperating with the Department of Public Assistance to present workshops on career readiness for clients who need to improve their literacy skills. Materials will be purchased to help students obtain the skills necessary for resume writing, interviewing, and setting personal employment goals. A career center will be established in the library featuring individual filmstrip viewing stations where students may watch programs dealing with career planning, interviewing, resume writing, and career development; and read printed material written on varying levels of difficulty covering the same topics as well as information on specific careers. Career planning workshops developed around a slide program and workbook will be open to the public but limited to 15 people at a time. The goal is for those involved in the literacy program to become assimilated into the community and gain confidence.

Section 11

Rural Projects

The problems literacy providers frequently face when trying to offer literacy services in rural areas include lack of public or personal transportation which makes travel more difficult for potential students to get to tutoring sites; sparsely populated areas which make nonreaders and tutors difficult to identify and reach; a small economic base which limits local funding for literacy programs; and agricultural demands which cause students to drop out of their tutoring, often for 6 weeks or more during the growing and harvesting seasons.

For example, Hyden, the county seat of Leslie County in Kentucky, has a population of only 500. The remaining 15,000 people in the county are scattered over 410 square miles in many smaller communities and along remote and poor country roads winding through mountainous terrain. Many people have no telephone service. There is no public transportation in the county. The signal from the radio station is not strong enough to reach all areas of the mountainous territory. The county has two small weekly newspapers but a large number of residents neither subscribe to nor buy many newspapers, and many could not read them if they did. In order to counteract these problems, the Leslie County Public Library is starting a travel fund and increasing the working hours of the library literacy coordinator from part-time to full-time to enable her to visit remote areas of the county, visiting door-to-door and up and down the hollows to locate and recruit students and tutors.

In St. Martinville, Louisiana, the St. Martin Parish Library has found that high levels of illiteracy are due in part to the rural isolation of the Cajun French or Creole French citizens and to the lack of strong cultural support for education in the community. This project will train a small corps of tutors to work with some students who have tested at the 1st to 8th grade level and have been referred to the project from adult education classes. In such a rural and small town community, it is expected that the literacy program will be best promoted by word-of-mouth, since earlier recruitment efforts and public promotion of the new readers collection did not meet with much success. To overcome the present community inertia toward the literacy problem, a public relations effort will include personal presentations to educational administrators and civic, cultural, and religious groups and will specifically seek endorsement of the program from local black service organizations.

In Fresno, California, a large county which is geographically diverse, ranging from mountains and foothills to alluvial plains, it is difficult for

people living in one type of terrain to travel to another area. The majority of the rural tutors currently serve non-English-speaking residents from various language groups (Punjabi, Spanish, Chinese, and American Indian). Reading progress is often slow due to the schedule demands of many of the migrant or farm workers. The Fresno County Free Library is establishing two new rural literacy sites, bringing the total to ten so that almost one-half of the branch libraries in the county will offer literacy services. These sites have been selected through interest expressed by key community leaders and rural librarians. These sites will have instructional materials and tutor training. A rural literacy supervisor will travel to each site and recruit, train, and match tutors, provide inservice activities for tutors, and conduct a media campaign for each rural site. Tutor workshops will include a cultural orientation followed by a presentation from members of the community's ethnic population. Emphasis will also be placed on learning about sources of county and community information and services.

Appendices

Appendix A

List of Activities
FY 1988 Projects

A. Students and Tutors

A1. Recruiting students and tutors

A2. Matching tutors and students

A3. Maintaining student/tutor records

A4. Providing tutor recognition/retention activities

A5. Providing student recognition/retention activities

B. Training

B1. Training tutors

B2. Training tutor trainers

B3. Training librarians or volunteers in conducting literacy projects

B4. Orienting library staff to literacy methods, materials, and students

B5. Providing training materials for tutors, librarians

B6. Developing a training/planning manual

B7. Providing inservice workshops for tutors/volunteers/coordinators

C. Literacy Materials

C1. Selecting and acquiring appropriate print and nonprint instructional literacy materials for literacy collection

C2. Selecting and acquiring appropriate print and nonprint literacy materials for recreational reading for literacy collection

C3. Developing student-produced literacy materials

C4. Developing culturally relevant literacy materials

C5. Processing literacy materials for public use

C6. Circulating materials and collections

C7. Field-testing instructional materials

D. Specialized Instruction

D1. Orienting students to library usage

D2. Field-testing instructional methods

D3. Providing a speech or oral communication component

D4. Providing a writing improvement component

D5. Providing a math skills component

D6. Providing a book discussion component

D7. Providing a life-skills component (job skills, coping skills, etc.)

D8. Providing a citizenship component

D9. Utilizing high school students as tutors

D10. Utilizing former literacy students as tutors

D11. Utilizing university students as tutors or to assist literacy program development

D12. Providing workbooks for personal use by students

D13. Developing a curriculum guide/materials

E. Technology

E1. Equipping an adult literacy resource center with print materials; audiovisual materials and/or equipment; computer hardware and/or software

E2. Providing computer-assisted instruction

E3. Building computerized data files (mailing lists, student/tutor matching and tracking, annotated bibliographies)

E4. Providing literacy instruction via cable television

F. Targeted Populations

F1. Providing literacy services for the homeless

F2. Providing literacy services for Indian tribes

F3. Providing literacy services for the learning disabled

F4. Providing literacy services for "hard to reach" populations

F5. Providing literacy services for the visually impaired

F6. Providing literacy services for the hearing impaired

F7. Providing literacy services for inmates of correctional institutions

F8. Providing literacy services for adults who speak English as a second language

F9. Providing workplace literacy services

F10. Offering intergenerational activities for illiterate adults and their children

F11. Providing childcare services for adult literacy students

F12. Providing transportation services for literacy students

F13. Providing literacy services to mentally disabled adults

F14. Providing literacy services to older Americans

G. Coalition-Building

G1. Facilitating involvement of community leaders with the literacy effort

G2. Establishing literacy councils or consortia

G3. Serving as literacy council members and/or officers

H. Interagency Cooperation

H1. Coordinating literacy activities among State or local literacy councils or other literacy providers

H2. Coordinating literacy activities among community agencies (businesses, service agencies, governments, churches)

H3. Coordinating literacy activities with public schools

H4. Coordinating services with ABE programs

H5. Coordinating literacy activities with community colleges or other institutes of higher education

H6. Stimulating other libraries to take action against illiteracy

I. Public Awareness

I1. Developing a resource directory of available literacy services

I2. Developing printed promotional materials

I3. Producing video programs and/or public service announcements

I4. Providing public awareness materials/announcements in more than one language

I5. Publishing bibliographies of collections

I6. Publishing literacy newsletters

I7. Making public speeches to community groups

I8. Serving as a clearinghouse for information dissemination and referral services

I9. Providing public seminars or presentations on literacy or related topics

I10. Sponsoring Literacy Day, Week, or Month

J. Evaluation

J1. Assessing literacy needs of the community

J2. Assessing literacy needs of students

J3. Evaluating literacy materials

J4. Evaluating literacy programs

J5. Measuring student progress

K. General Services

K1. Establishing the library as the headquarters for a literacy project

K2. Providing library space for instruction, workshops, training

K3. Providing and maintaining office space and equipment

K4. Providing clerical assistance for literacy program management

Appendix B

Project Activities, by State and Library

Library/Location/Director	Funding	Activities
Alabama		
Alabama Public Library Service Montgomery, AL 36130 *See page* 17. Director: Blane K. Dessy (205) 277–7330	$21,250	B3, B6, D13, F7, F13, G1, H1, I1, J1, J2
Baldwin County Library System Robertsdale, AL 36567 Director: Mary Ann Johnson (205) 947–7632	$20,000	A1, A2, B1, C1, C2, C5, F7, H1, I2, I3, K2, K3
Public Library / Anniston and Calhoun Anniston, AL 36202 Director: Bonnie G. Seymour (205) 237–8503	$16,399	A1, A2, A3, B1, B3, C1, D12, E2, E3, H6, I2, I3, I7, K2
Selma-Dallas Public Library Selma, AL 36701 Director: Becky Nichols (205) 875–3536	$21,161	A1, A2, A3, B5, C1, C2, F11, F12, H4, J2, J4
Alaska		
Fairbanks North Star Borough Library Fairbanks, AK 99701 *See page* 10. Director: Mike Herman (907) 452–5170	$23,675	A1, C1, C2, H4, I2, I7, I9
Arizona		
Cochise County Library District Bisbee, AZ 85603 Director: Colleen Crowle (602) 432–5471	$23,260	A1, A2, A3, B1, B3, B5, C1, E1, E2, F8, H1, H6, I2, I6, J2

Library/Location/Director	Funding	Activities
Arizona (continued)		
Yuma City-County Library Yuma, AZ 85364 Director: Anna L. Martin (602) 343–9363	$24,997	A1, A2, B3, B7, D1, D2, E1, E2, F2, F7, F8, H1, I1, I2, I4, I6, J2, J4, K4
Arkansas		
Arkansas State Library Little Rock, AR 72201 Director: Jack C. Mulkey (501) 682–2159	$16,879	A1, A3, C1, D12, E1, E4, H1, H6, J3
Grant County Library Sheridan, AR 72150 Director: Rita Layne (501) 942–5711	$19,899	B1, C1, C2, E3, F9, G1, H6, I7, K2
California		
Alameda County Library Hayward, CA 94545 Director: Sherry Drobner (415) 670–6270	$25,000	A1, A2, A3, B1, B7, D12, F4, I2, I7, J2
Amador County Library Jackson, CA 95642 *See page* 9. Director: Trevor Mottishaw (209) 223–6375	$14,899	A1, A2, A3, B1, B3, C1, D1, I2, I3, I7, K2, K4
Bruggemeyer Memorial Library Monterey Park, CA 91754 Director: Naomi Quinonez (818) 307–1251	$24,813	A1, A2, A3, A4, A5, B1, H1, H2, I2, J4, K2
Colton Public Library Colton, CA 92324 *See page* 5. Director: David Michael Davis (714) 370–5083	$22,910	A1, A2, A3, A4, B1, B4, B7, C1, D1, E1, E2, F8, H2, I2, I6, I7, I10, J4, K1, K3

Library/Location/Director	Funding	Activities
California (continued)		
Contra Costa County Library Pleasant Hill, CA 94523 *See page* 2. Director: Carole Talan (415) 646–6358	$24,000	A1, A2, A4, A5, B1, B7, C1, F7, F11, F12, I2
Covina Public Library Covina, CA 91723 Director: Sam Engel (818) 331–0111	$20,540	A1, A2, A3, A4, A5, B4, B7, C1, C2, C5, E2, G1, H1, I2, I7, K4
Fresno County Free Library Fresno, CA 93721 *See page* 25. Director: Carol S. Wilson (209) 488–3871	$19,700	A1, A2, B1, C1, F8, H2, J2, J5
Hayward Public Library Hayward, CA 94541 Director: Betsy Kahn (415) 784–8688	$18,735	A1, A4, B1, B4, B5, B7, C1, D12, G1, H1, I2, J3, J4
Huntington Beach Community Services Library Huntington Beach, CA 92648 Director: Marcia Hendricks (714) 841–3773	$18,414	A1, A2, A5, B1, B5, C1, C2, C3, D1, D3, D12, F4, F8, F10, H2, H3
Kern County Library Bakersfield, CA 93301 *See page* 2. Director: Pat Osbey (805) 861–2130	$25,000	A1, A4, B7
Livermore Public Library Livermore, CA 94550 Director: Susan R. Gallinger (415) 447–0200	$24,693	A1, A2, A4, B1, B5, C1, C2, D12, E1, E2, F8, H4, I2, I4, I7, K2, K4
Los Angeles Public Library Los Angeles, CA 90071 *See page* 12. Director: Suzanne N. Johnson (213) 612–3329	$25,000	A1, A2, B1, B2, B5

Library/Location/Director	Funding	Activities
California (continued)		
Merced County Library Merced, CA 95340 Director: Linda Wilson (209) 385–7412	$17,360	A1, B1, B7, D13, F8, G1, H1, H4, I2, I6, I7, J4, J5
Napa City-County Public Library Napa, CA 94559 Director: Frances M. Williams (707) 253–4283	$25,000	A1, A2, A3, B1, B5, B7, C1, C5, D8, E1, F8, I6, J4, J5, K3
Orland Free Library Orland, CA 95963 and Willows Public Library Willows, CA 95988 Director: Marilyn Cochran (916) 865–3465	$25,000	A1, A3, B1, B5, B7, C1, F8, F10, F11, F12, I3, J2, J4, K2, K3, K4
Pomona Public Library Pomona, CA 91766 Director: Juanita Ramirez (714) 620–2038	$17,935	A1, A3, B1, C1, D11, J5
Redwood City Library Redwood City, CA 94063 Director: David Miller (415) 369–6251	$25,000	A1, A2, B1, B7, E1, E2, I2, I7, J5
Richmond Public Library Richmond, CA 94804 Director: Sharon Pastori (415) 620–6565	$25,000	A1, A2, A4, B1, B5, B7, C1, C2, D4, D5, E1, E2, G1, H1, I3, I7, I8, J2, J4, J5
San Bernardino County Library San Bernardino, CA 92415–0035 Director: Barbara Anderson (714) 387–5721	$17,300	A3, B1, B5, B7, E1, E2, E3, H2, H4, H5, I5, J2
San Diego County Library San Diego, CA 92123 Director: Pamela Carlisle (619) 694–3995	$10,800	B5, C1, C2, E1, H6

Library/Location/Director	Funding	Activities
California (continued)		
Siskiyou County Free Library Yreka, CA 96097 Director: Wendy Reynolds (916) 842–5027	$25,000	A1, A2, A4, B1, B2, B4, B5, C1, D1, D7, G1, H2, I3, I6, K3
Colorado		
Adams County Public Library Northglenn, CO 80233 Director: Nancy K. Buchanan (303) 452–7532	$14,796	A1, A2, A3, B5, B7, C1, C2, D12, E2, G3, I2, I5, J5, K2
Archuleta County Library Pagosa Springs, CO 81147 Director: Lenore Bright (303) 264–2209	$24,997	A1, B1, C1, C2, E2, F8, G1, G3, I6, I7, J4, J5
Boulder Public Library Foundation Boulder, CO 80306 Director: Diana Sherry (303) 444–5599	$24,993	A1, A2, B1, H2, I8, J1, J5
Colorado State Library Denver, CO 80203 *See page* 13. Director: David Chandler (303) 866–6743	$24,883	B1, B2, B3, B5, B6, D13, H6
Dacono Public Library Dacono, CO 80514 Director: Kelly Trupkiewicz (303) 833–4337	$ 1,000	C1, C2, D1, E1, H2, I2
Delta County Public Library Delta, CO 81416 Director: Ethel F. Jackson (303) 874–9630	$18,047	A1, A3, C1, C2, C5, F5, F14, H6, J5
Fort Collins Public Library Home Education Literacy Program Fort Collins, CO 80524 Director: Jane Davis (303) 221–6740	$17,385	A1, A2, A3, B1, B3, B7, C1, D7, F8, G3, H1, H2, J2, J4, J5

Library/Location/Director	Funding	Activities
Colorado (continued)		
Fort Collins Public Library READ UP Fort Collins, CO 80524 Director: Sally Robinson (303) 221–6740	$25,000	A1, B1, B3, B4, B5, C1, C2, C6, D7, D12, D13, E1, F8, G1, G3, H2, H6, I2, I8, I9, K2
Mesa County Public Library Grand Junction, CO 81502 *See page* 23. Director: JoAnn Heiserman (303) 245–1010	$25,000	A1, A3, B6, C1, F9, G1, G3, H1, I2, I3, I6, I7, I8, J2, J4, J5, K2, K3
Pikes Peak Library District Colorado Springs, CO 80901 Director: Marsha J. Anderson (303) 531–6333	$24,826	A1, B1, B3, B5, C1, G3, J4, J5, K2, K3, K4
Connecticut		
Bugbee Memorial Library Danielson, CT 06239 Director: Marie Chartier (203) 774–9429	$24,700	A1, A5, B1, B3, B5, C1, C2, D8, E2, F8, G1, H2, I2, I3, I7, K1, K2, K3
Connecticut State Library Hartford, CT 06106 Director: Anne Lee (203) 566–2712	$25,000	A2, B1, B5, B6, D1, J5
New Britain Public Library New Britain, CT 06051 *See page* 20. Director: June Eiselstein (203) 224–3155	$16,545	B1, B2, C1, E1, F8, F9, H4
Delaware		
Wilmington Library Wilmington, DE 19801 *See page* 1. Director: Donna Beachy (302) 658–5624	$25,000	A1, A2, A4, A5, B1, B2, B7, H1, H2, I2, I3, I6

Library/Location/Director	Funding	Activities
Florida		
Apalachicola Municipal Library Apalachicola, FL 32320 Director: Erma Kelley Barber (904) 653–8436	$25,000	A1, A2, B1, B7, C1, C2, D7, E1, F9, G1, H1, H2, H4, I2, I7, J2, J5, K2, K3
Broward County Division of Libraries Ft. Lauderdale, FL 33301 *See page* 12. Director: Janet Hansen (303) 765–4271	$24,945	A2, A4, B3, B4, B7, D1, D2, E2, H6, I6, I7, J2, K2, K3
Eustis Memorial Library Eustis, FL 32726 Director: Steve Benetz (904) 357–5686	$ 9,501	A1, B1, B3, C1, D12, I2, I7, K2, K3
Jackson County Public Library Marianna, FL 32446 Director: Trisha Toller Webb (904) 482–2415	$25,000	B1, B3, C1, C2, H4, K3
Jefferson County Public Library Monticello, FL 32344 *See page* 21. Director: Cheryl Turner (904) 997–3712	$22,650	A1, B1, B3, C3, D4, E1, E2, F5, H1, I6, K3
Leon County Public Library Tallahassee, FL 32303 Director: Susan Law (904) 487–4444	$11,302	A1, C1, C2, C5, C6, H3, H4, I1, I3
Taylor County Public Library Perry, FL 32347 Director: Kenneth Hollingsworth (904) 584–4807	$21,222	A1, A3, B1, B3, C1, C2, G2, H2, H3, H4, I2, K2, K3, K4
Wakulla County Public Library Crawfordville, FL 32327 Director: Doug Jones (904) 926–7415	$24,900	A1, B1, B2, B4, C1, C2, E1, E2, E3, F8, F9, H4, I2, I3, I5, I7

Library/Location/Director	Funding	Activities
Florida (continued)		
Walton-DeFuniak Library DeFuniak Springs, FL 32433 Director: Marilyn Coe (904) 892–3624	$25,000	A1, A2, A3, B1, B5, C1, C2, H4, H5, I2, I7, K1, K2, K3
Georgia		
Atlanta-Fulton Public Library Atlanta, GA 30303 Director: Sylvia Cordell (404) 688–4636	$24,300	B7, C1, C2, C6, D12, E1, H1, H4, K2
Chestatee Regional Library Gainesville, GA 30505 Director: Dianne A. Branson (404) 532–3311	$24,892	B4, C1, C2, E1, E2, H4, I2, I3, K2
Dalton Regional Library System Dalton, GA 30722 Director: Eugenia Cavender (404) 278–9247	$25,000	C1, C2, H4, H5, I8, K2
Ocmulgee Regional Library Eastman, GA 31023 Director: Sister Lucy Comer (912) 374–4711	$25,000	A1, A2, A3, B1, B2, C1, C2, C3, C5, D1, D4, E2, E3, F7, F10, H1, J4, K2, K3
Hawaii		
Hawaii State Public Library Honolulu, HI 96815 *See page* 3. Director: Sue S. Sugimura (805) 732–7767	$25,000	A2, B1, E1, E2, F6, H1, J5, K2, K3
Idaho		
Pocatello Public Library Pocatello, ID 83201 Director: Christine Ellis (208) 232–1263	$19,713	C1, C2, C5, H1, I2

Library/Location/Director	Funding	Activities
Illinois		
Arlington Heights Memorial Library Arlington Heights, IL 60004 *See page* 21. Director: William Galaway (312) 392–0100	$21,758	A1, B4, C1, C2, D1, D3, D6, E2, H2, H3, H4, I6, I7, J2
Chicago Public Library Adult New Reader Collection: A Model Project Chicago, IL 60602 Director: Rosemary Dawood (312) 269–2882	$25,000	B4, C1, C2, C5, C6, F8, I5
Chicago Public Library Austin Literacy Resource Coalition Chicago, IL 60639 Director: Bruce Fox (312) 889–4233	$25,000	B7, C1, C2, H1, I6
Chicago Public Library Literacy Skills for the Hearing Impaired Chicago, IL 60602 *See page* 18. Director: Barbara Flynn (312) 269–2910	$25,000	B1, B5, C1, C2, F6
Chicago Public Library Literacy Volunteer Training Video Project Chicago, IL 60611 Director: Patricia Lucas (312) 269–2812	$25,000	B1, I3
Lincoln Library Springfield, IL 62701 Director: Denise Kaplan (217) 753–4988	$24,200	C1, D1, E1, I5, K2

Library/Location/Director	Funding	Activities
Illinois (continued)		
Rantoul Public Library Rantoul, IL 61866 Director: Susan Chou (217) 893–3955	$25,000	A4, A5, B1, B4, B7, C1, C2, C5, D6, D7, E1, E2, F8, F9, H2, I2, I10, J5
Indiana		
Anderson and Stoney Creek Public Library Anderson, IN 46016 Director: Donna Cumberland (317) 641–2462	$21,111	A1, A4, A5, B1, C1, C2, F6, H2, H4, H5, I2, I3
Bristol-Washington Township Public Library Bristol, IN 46507 *See page 7.* Director: Monika Marjason (219) 848–7458	$24,629	B1, C1, E2, G1, G3, H1, H4, I2, I7, J4
Frankfort Community Public Library Frankfort, IN 46041 Director: Mary Ellen Zeh (317) 654–8746	$11,393	B2, F7, F8, F14
Fulton County Public Library Rochester, IN 46975 Director: Lu Lasher (219) 223–2713	$20,855	A1, B1, B5, C1, E2, F7
Indianapolis-Marion County Public Library Indianapolis, IN 46206 Director: Mary Ann Ponder (317) 269–1745	$25,000	C1, C2, E1, K2
Lake County Public Library Merrillville, IN 46410 Director: Catherine Yamamoto (219) 769–3541	$24,484	A1, A2, A3, A4, B1, B4, B5, B7, C1, E2, H1

Library/Location/Director	Funding	Activities
Indiana (continued)		
Michigan City Public Library Michigan City, IN 46360 Director: Charles DeYoung (219) 879–4561	$25,000	A2, A3, B1, B5, B7, C1, C2, C6, H2, I2, I5, I7
Iowa		
Iowa State Library Des Moines, IA 50319 *See page* 18. Director: Shirley George (519) 281–4105	$24,946	B3, D13, F10
Kansas		
Great Bend Public Library Great Bend, KS 67530 *See page* 21. Director: James Swan (316) 792–2409	$24,978	B3, C1, C2, D2, D13, E2, F8, H4, H5, I2, I3, I4, J2, J3, J4, J5
Kansas State Library Topeka, KS 66612 Director: Roy Bird (913) 296–3296	$25,000	B1, B3, G1, H1, H2, H6
Liberal Memorial Library Liberal, KS 67901 Director: V. Diane Slater (316) 624–0148	$10,189	C1, C2, E1, E2, F8
Kentucky		
Breathitt County Library District Jackson, KY 41339 Director: Jeannette Shouse (606) 666–5541	$24,690	A1, B1, C1, C2, C5, , D12, E2, G1, H2, H4, J5
Carroll County Library Carrollton, KY 41008 Director: Jarett Boyd (502) 732–6352	$ 7,665	A1, C1, E2, G3, I7, K3

Library/Location/Director	Funding	Activities
Kentucky (continued)		
Gallatin County Public Library Warsaw, KY 41086 Director: Brenda Hawkins (606) 567–2786	$ 8,104	A1, B1, C1, E1, J2
Grayson County Public Library Leitchfield, KY 42754 Director: Lindell Sharp (502) 242–2111	$10,500	A1, C1, C2, H2, H4, K3
Harlan County Public Library Harlan, KY 40831 Director: Thelma Creech (606) 573–5220	$24,186	A1, B1, B7, C1, C5, D12, E1, H2, I7, K3
Hopkinsville-Christian County Library Hopkinsville, KY 42240 *See page* 20. Director: Mildred Wallace (502) 887–4264	$25,000	B7, E1, E2, J4, J5
Leslie County Public Library District Hyden, KY 41749 *See page* 25. Director: Willa Hood (606) 672–2460	$25,000	A1, A2, B1, B2, C1, C2, E1, H3, H4, I2, I7, J5, K2, K3
Letcher County Public Library Whitesburg, KY 41858 *See page* 3. Director: Carl Boggs (606) 633–5431	$24,509	A1, A2, A5, B1, B4, B5, G1, H1, I7, J1, J4, J5, K2, K3
Louisville Free Public Library Louisville, KY 40203 *See page* 18. Director: Larry Rees (502) 561–8653	$12,700	C2, D12, F10, H3
Pendleton County Public Library Falmouth, KY 41040 Director: Othelia Moore (606) 654–8535	$11,664	A1, B1, C1, C2, E2, I2, J5, K3

Library/Location/Director	Funding	Activities
Kentucky (continued)		
Todd County Public Library Elkton, KY 42220 Director: Dana Hodge (502) 265–9071	$20,074	A1, A4, B1, B5, C2, C5, E1, E2, I2, I7, I9, J5, K1, K2, K3
Louisiana		
Calcasieu Parish Library Lake Charles, LA 70601 Director: Ursula M. Jones (318) 477–1358	$25,000	A1, A2, B1, B5, C1, C2, C5, C6, H1, H4, I2, K2
Franklin Parish Library Winnsboro, LA 71295 Director: Betty B. Jackson (318) 435–4336	$24,500	A1, B1, B4, C1, C5, E1, E2, I2, I3, I5
Iberia Parish Library New Iberia, LA 70560 Director: Sister Alice MacMurdo (318) 365–0933	$25,000	A3, B1, B5, C1, C2, C7, D2, D12, D13, E1, E2, E3, I3, J4, J5, K2
New Orleans Public Library Algiers Branch Outreach New Orleans, LA 70140 Director: Reginald P. Coady (504) 596–2601	$25,000	A2, B1, B5, B7, D12, F8, H1, I5, J2, J4, J5, K2
New Orleans Public Library Central Library Outreach New Orleans, LA 70140 Director: Reginald P. Coady (504) 596–2601	$25,000	A2, B1, B5, B7, D12, F8, H1, I5, J2, J4, J5, K2
New Orleans Public Library East New Orleans Branch Outreach New Orleans, LA 70140 Director: Reginald P. Coady (504) 596–2601	$25,000	A2, B1, B5, B7, D12, F8, H1, I5, J2, J4, J5, K2

Library/Location/Director	Funding	Activities
Louisiana (continued)		
St. Martin Parish Library St. Martinville, LA 70582 *See page* 25. Director: Gary L. Phillips (318) 394–4086	$ 8,240	A1, A3, B1, B7, H4, I7, J2, J5, K2, K3
Maryland		
Cecil County Public Library Elkton, MD 21921 *See page* 23. Director: Linda Brammer (301) 398–0914	$25,000	A3, A4, B1, B5, B7, F9, G1, H2, H5, I6, J1
Massachusetts		
Fall River Public Library Fall River, MA 02720 Director: Anne Parent (617) 676–8541	$22,950	A1, A2, A4, B1, B5, C1, C2, F3, H2, I2, I3, J5, K3
Holyoke Public Library Holyoke, MA 01040 Director: Mary Kates (413) 534–2211	$24,900	A1, A4, B1, C1, C2, C5, H6, I3, I7, J2, K1
Massachusetts Board of Library Commissioners Boston, MA 02215 *See page* 11. Director: Shelley Quezada (617) 267–9400	$25,000	B1, B3, B5, C7, D13, F3
Michigan		
Adrian Public Library Adrian, MI 49221 *See page* 10. Director: Jule Fosbender (517) 263–2161	$25,000	A1, A4, A5, B1, B7, C1, C2, C3, F8, H1, H2, H4, I3, I4, I5, I6, I7, I8, J2

Library/Location/Director	Funding	Activities
Michigan (continued)		
Bay County Library System Bay City, MI 48708 Director: K. Lynn Derck (517) 894–2837	$24,075	A1, A2, B1, B5, H1, H2, I2, I3, I7, I8, K3
Branch County Library System Coldwater, MI 49036 Director: Sharon Wallace (517) 279–9833	$24,806	C2, E2, F7, F9, H2, H4, I3, J5
Detroit Public Library Detroit, MI 48202 Director: James Lawrence (313) 833–4036	$10,000	C1, C2, H4, I5
Grand Rapids Public Library Grand Rapids, MI 49503 Director: Robert Raz (616) 456–3620	$22,800	A1, A2, A3, A4, B1, B7, C1, E3, H2, H4, J5, K2, K3
Greenville Public Library Greenville, MI 48838 Director: Virginia Schantz (616) 754–6359	$15,000	A1, A4, B1, B7, C1, C2, F8, G1, H4, J5
Hastings Public Library Hastings, MI 49058 Director: Barbara Schondelmayer (616) 945–4263	$23,376	A1, A2, A3, B1, B3, B5, C2, H2, H4, I2, I7, J4, K3
Ingham County Library Mason, MI 48854 *See page* 11. Director: Kathy Johnson (517) 676–9511	$17,460	B1, B5, C1, C2, D1, D12
Jackson District Library Jackson, MI 49201 Director: Joy Lynn Rosynek (517) 788–4317	$24,950	A1, A3, A4, B1, B5, C1, C2, C6, D12, H2, H4, I3, I6, I7, J4, J5, K3

Library/Location/Director	Funding	Activities
Michigan (continued)		
Kalamazoo Public Library Kalamazoo, MI 49007 Director: Mary Doud (616) 342–9837	$25,000	B1, B5, B7, C1, C2, C5, D12, F9, G1, I2, I3, K3
Lansing Public Library Lansing, MI 48933 Director: Melissa Barnard (517) 374–4600	$ 9,000	C1, C2, D12
Lapeer County Library Lapeer, MI 48446 Director: Karen McFall (313) 664–9521	$17,003	A1, A2, C1, F7, G1, H3, H4, I2, I7, K3
Library Cooperative of Macomb Mt. Clemens, MI 48044 *See page* 4. Director: Marshal DeVergilio (313) 286–2750	$25,000	C1, C6, H2, H4, H5, I7, J1, J2, J4, J5
Library of Michigan Lansing, MI 48909 Director: Sharon Rothenberger (517) 373–1593	$25,000	A1, B3, B7, C3, D4, F4
Northland Library Cooperative Alpena, MI 49707 Director: Susan Williams (517) 356–1622	$25,000	B4, B7, C1, C2, C5, D1, I5
Ypsilanti District Library Ypsilanti, MI 48197 Director: Donna Debutts (313) 482–0565	$23,800	A1, A2, A3, A5, C1, C2, C5, K3
Minnesota		
Duluth Public Library Duluth, MN 55802 Director: Janet Schroeder (218) 723–3821	$24,720	A1, B1, C1, C2, D12, F3, H4, J2, J4, K2

Library/Location/Director	Funding	Activities
Minnesota (continued)		
Minneapolis Public Library Minneapolis, MN 55401 Director: Mary Lawson (612) 372–6604	$25,000	A1, C1, D7, E2, F2, K2
St. Paul Public Library St. Paul, MN 55102 Director: Sue Ellingwood (612) 292–6304	$25,000	C1, C2, C5, F8, I2
Mississippi		
Hancock County Library System Bay St. Louis, MS 39520 Director: Prima D. Wusnack (601) 467–5282	$22,055	A1, A3, A4, A5, B1, B5, B7, C1, C6, D12, E1, F7, J2, J5, K2, K3
Madison County-Canton Public Library Canton, MS 39046 Director: Beverly Herring (601) 859–3202	$19,000	A1, A2, A3, B1, C1, C2, I2, I3, I5, J5, K1, K3
Meridian Public Library Meridian, MS 39301 Director: Gail Pierce (601) 693–6771	$ 5,000	A1, A4, B5, B7, C1, D7, D12, F3, H1, I2
Mississippi Library Commission Jackson, MS 39209 *See page* 15. Director: Ann S. Parkman (601) 359–1036	$ 6,000	C1, C2, C5, C6, D7, F7, H1, I2, I5
Pearl River County Library System Picayune, MS 39466 Director: Josephine Z. Megehee (601) 798–5081	$ 3,500	C1, C2, C6, H1, H4, I2, I3
Sunflower County Library Indianola, MS 38751 *See page* 16. Director: Anice Powell (601) 887–2153	$25,000	B1, B5, C1, C2, C5, D12, E1, F7, H1, H5, I2, I3, I6, K2, K3

Library/Location/Director	Funding	Activities
Mississippi (continued)		
Tombigee Regional Library West Point, MS 39773 Director: Esther W. Pippen (601) 494–4872	$25,000	A1, A3, B1, D12, E2, G1, G2, H2, H6, I2, I3, I7, J2, J5, K2, K3
Missouri		
Mexico-Audrian County Library System Mexico, MO 65265 Director: Kurt Lamb (314) 581–4939	$23,520	A1, A2, A3, B1, B5, C1, C2, G2, K1, K3
St. Louis Public Library St. Louis, MO 63103 Director: Diane Freiermuth (314) 241–2288	$24,439	B1, B4, C1, C2, E1, E2
Montana		
Bitterroot Public Library Hamilton, MT 59840 Director: Nansu Roddy (406) 363–2101	$24,000	A1, A2, A3, B1, B4, B5, B7, C1, D12, G3, I2, I7, K3
Flathead County Library Kalispell, MT 59901 *See page* 17. Director: Georgia Lomax (406) 752–6657	$24,486	A1, A2, C1, C2, C5, F7, F14, G1, I2, I5, I7, J1, K2
Montana State Library Helena, MT 59620 Director: Megan Fite (406) 444–3115	$25,000	B3, B6, C1, C2, E1, E4, I5, I6, I8, I9, J1
Polson City Library Polson, MT 59860 Director: Carlene Barnett (406) 883–4003	$19,670	A1, A2, A3, A4, B1, B5, B7, C1, C2, C5, F2, G1, H5, H6, I5, I7, I8

Library/Location/Director	Funding	Activities
Montana (continued)		
Sidney Public Library Sidney, MT 59270 Director: Marilyn LeBlond (406) 482–1917	$24,645	A1, B2, B5, C1, C2, D12, H2, I3
Nebraska		
Hastings Public Library Hastings, NE 68901 Director: Linda Rea (402) 461–2346	$22,400	A1, A2, B1, B5, C1, C2, C5, E2, G3, I3, I7, K2, K3, K4
Nevada		
Nevada State Library and Archives Carson City, NV 89710 *See page* 6 . Director: Bonnie Buckley (702) 887–2623	$25,000	B1, B2, B3, B5, B7, C1, C2, G1, H1, H4, H6, I1, J4
Washoe County Library Reno, NV 89505 Director: Martha G. Gould (702) 785–4190	$25,000	A1, A5, G1, H1, H2, H3, I2, I3, I6, I7, I8, J5
New Hampshire		
Nashua Public Library Nashua, NH 03060 Director: Arthur Ellison (603) 271–2247	$25,000	B3
New Jersey		
Bergenfield Free Public Library Bergenfield, NJ 07621 Director: Mary Joyce Doyle (201) 387–4029	$24,986	A1, A2, A3, A4, B1, B5, B7, C1, H2, I3, I6
Camden County Library Voorhees, NJ 08043 *See page* 4. Director: Sivya Romisher (609) 772–1636	$24,946	A1, A2, A3, A4, B1, B5, B7, C1, C2, F7, I2, J4, J5

Library/Location/Director	Funding	Activities
New Jersey (continued)		
Irvington Public Library Irvington, NJ 07111 *See page* 18. Director: Lorelei McConnell (201) 372–6400	$18,000	A1, A2, A5, B5, C1, C2, D7, D10, E1, F3, H6
Libraries of Middlesex Old Bridge Public Library Old Bridge, NJ 08857 Director: Elissa Diretor (201) 679–1004	$25,000	A1, A4, A5, B1, B5, F8, I6
New Jersey State Library Trenton, NJ 08625 Director: Leslie Berger (609) 633–3804	$25,000	A2, D13, H1, H6, I1
Newark Public Library Newark, NJ 07101 Director: Joan Lazar (201) 733–7832	$25,000	A1, A4, B1, B5, C1, C2, H2, I6, K3
New Mexico		
Harwood Public Library Taos, NM 87571 Director: David L. Caffey (505) 758–3063	$17,700	A1, B1, B5, C1, C2, C6, D12, I1, I2, J2, J4, J5
Santa Clara Community Library Española, NM 87532 *See page* 5. Director: Elaine Filbert (505) 753–7326	$25,000	A1, A3, B1, C1, C2, D12, E2, F2, F14, H2, I2, I6, J1, J2, J4, J5, K1, K3
New York		
Buffalo and Erie County Public Library Buffalo, NY 14203 Director: Mary Anne Casey (716) 846–7093	$25,000	A4, B4, B7, C1, C2, D1, D4, D7, G1, I1, I2, I3, J1

Library/Location/Director	Funding	Activities
New York (continued)		
Clinton-Essex-Franklin Library System Plattsburgh, NY 12901 *See page* 20. Director: Leona Salzman (518) 563–5190	$15,690	B1, B7, C1, E1, E2, F9, H1, H2, I5, I9, J4
Mid-York Library System Utica, NY 13502 Director: Susan Wawrzaszek (315) 735–8328	$24,808	A1, A3, B1, H1, H6, I2, K2, K3
Nassau Library System Uniondale, NY 11553 Director: Dorothy Puryear (516) 292–8920	$25,000	A1, A2, B1, B4, B5, B7, C1, D12
New York Public Library New York, NY 10016 Director: Mildred Dotson (212) 340–0918	$25,000	B1, D2, D4, D13, J4
Nioga Library System Lockport, NY 14094 Director: Chester Klimek (716) 434–6167	$25,000	B1, B3, C2, E1, E2, E3, H1
Queens Borough Public Library Jamaica, NY 11432 Director: Catherine Kavenaugh (718) 990–0800	$25,000	A1, I7
Rochester Public Library Rochester, NY 14604 Director: Jeffrey Rice (716) 232–4554	$25,000	A1, A4, A5, B5, C1, C2, D1, F1, F8, H1, I2, J5
Schenectady County Public Library Schenectady, NY 12305 *See page* 3. Director: Margaret Linhart (518) 382–3524	$25,000	A1, A3, A5, C1, C2, C5, D1, G3, H1, I3, I5, K1, K2, K3

Library/Location/Director	Funding	Activities
New York (continued)		
Westchester Library System Elmsford, NY 10523 Director: Eva Taben (914) 592–8214	$25,000	A1, A3, B1, C1, C2, F8, H1, H2, H6, I2, J1
North Carolina		
Haywood County Public Library Waynesville, NC 28786 Director: Katherine Y. Armitage (704) 452–5169	$23,264	A1, A2, A3, B1, E2, F7, G1, H1, H2, H3, H4, J4, K2, K3
Onslow County Public Library Jacksonville, NC 28540 *See page* 15. Director: Maureen Fiorello (919) 455–7353	$15,000	C1, C2, C5, C6, D1, H1, H4, I8, J3, J4
Scotland County Memorial Library Laurinburg, NC 28352 Director: Lois Kilkka (919) 276–0563	$17,550	A1, A3, B1, B6, C7, E1, E2, F10, H1, H2, J2, J3, J4, J5, K2, K3
Watauga County Library Boone, NC 28607 Director: Randy Safford (704) 262–5716	$24,999	A1, A3, B1, B5, B7, C1, C2, D12, F14, H1, H4, H5, I2, I3, I6, J2, J4, J5, K3
Wayne County Public Library Goldsboro, NC 27530 Director: Edward T. Sheary (919) 735–1824	$25,000	A2, A3, B6, B7, C2, C6, G2, G3, H1, H2, H5, I2, I3, K3
North Dakota		
Fort Berthold Reservation Public Library Three Affiliated Tribes New Town, ND 58763 *See page* 16. Director: Quincee Baker-Gwin (701) 627–4635	$25,000	A1, B1, C1, C2, C4, C6, D4, F2, I2, I3, I7

Library/Location/Director	Funding	Activities
Ohio		
Ashtabula County District Library Ashtabula, OH 44004 Director: Emily Chismar (216) 998–6098	$24,482	A1, B5, B7, C1, C2, C5, D9, F8, F9, G1, H2, I2, I8
State Library of Ohio Columbus, OH 43266 *See page 7.* Director: Tom Szudy (614) 466–1062	$25,000	B3, B6, G1, G2, J1, J4
Oklahoma		
Ada Public Library Ada, OK 74820 Director: Mary Mehler (405) 332–7800	$25,000	A3, B1, D7, E1, E2, G3, J2, J5, K2
Buckley Public Library Poteau, OK 74953 Director: Elizabeth Neff (918) 647–3833	$18,400	A1, A2, B1, B5, C1, C2, C6, D12, F8, G3, H1, I2, I3, I6, J5, K2, K3
Norman Public Library Norman, OK 73069 Director: Debra Engel (405) 321–1481	$25,000	A1, A2, A3, B1, C1, H1, I2, I3, I6, I7, I8, J4, K2, K3
Nowata City/County Public Library Nowata, OK 74048 Director: Tabatha Sutton (918) 273–1720	$24,965	A1, A2, A3, B1, B2, B5, B7, C1, C6, E1, F2, F8, F13, G3, I2, I3, I6, I7, J2, J4, J5
Oklahoma Department of Libraries Oklahoma City, OK 73105 Director: Marilyn Vesely (405) 521–2502	$25,000	B1, B2, B6, B7, G3, H1, H2, I2, I6, I7, J4, J5, K3
Shawnee Carnegie Library Shawnee, OK 74801 *See page 7.* Director: Theresa Dickson (405) 275–6353	$24,654	A2, A3, B1, B3, B5, B7, E1, G1, H1, I7, I8, J1, K1, K3

Library/Location/Director	Funding	Activities
Oklahoma (continued)		
Tsa-La-Gi Library Cherokee Nation of Oklahoma Tahlequah, OK 74465 Director: Mary Jo Cole (918) 456–0671	$23,645	A1, A3, B1, C1, E1, E2, F2, F8, H2, H4, H5, I2, J4, K2
Wilburton Public Library Wilburton, OK 74578 Director: Lois Powers (918) 465–3751	$ 8,020	A1, A2, A3, B1, B2, C1, E1, F2, F8, G3, H2, H3, H5, I2, I6, I7, J4, J5, K3
Oregon		
Eugene Public Library Eugene, OR 97401 *See page* 23. Director: Sandra Carrick (503) 687–5450	$24,144	A1, B3, B5, C1, C2, E1, F9, G1, G2, H5, I6, I7, I8, K3
Library Association of Portland Portland, OR 97212 Director: Ella Seely (503) 221–7734	$24,981	B4, C1, C5, E1, H1, H4, H5, I2, J1
McMinnville Public Library McMinnville, OR 97128 Director: Virgina Patton (503) 434–5958	$25,000	A1, B1, B2, B5, C2, F7, H5, I1, I8
Oregon State Library Salem, OR 97310 *See page* 12. Director: Jim Scheppke (503) 378–2112	$25,000	B1, B3, B5, C1, C2, D12, H6, K3
Washington County Cooperative Library Aloha, OR 97006 Director: Diane Barry (503) 642–1544	$24,654	B4, C1, C2, E3, I8

Library/Location/Director	Funding	Activities
Pennsylvania		
Bradford Area Public Library Bradford, PA 16701 *See page* 24. Director: Candace Ekdahl (814) 362–6527	$11,602	D1, D7, E1, F8, F11, F12, H4, J4
Crawford County Federated Library System Meadville, PA 16335 Director: Mary Lindquist (814) 336–1773	$10,000	A1, A2, B1, B7, C1, C2, I2, I3, I7
Free Library of Philadelphia Philadelphia, PA 19102 Director: Vickie Collins (215) 686–5346	$25,000	B4, B7, C1, C2, D13, , F8, I2
Monessen Public Library Monessen, PA 15062 Director: S. Fred Notale (414) 684–4750	$25,000	B1, C2, C5, K2, K3, K4
Oil City Library Oil City, PA 16301 Director: Leigh Backa (814) 676–5301	$15,825	B7, C1, C2, C5, D7, E1, H2, I2, I3
Rhode Island		
Coventry Public Library Coventry, RI 02816 Director: Virginia Carter (401) 822–9100	$ 9,460	A1, A2, A3, B1, C1, C2, E2
South Carolina		
Anderson County Library Anderson, SC 29622 *See page* 23. Director: Carl Stone (803) 260–4503	$12,450	A1, B1, D7, F9, H1, I2, I3, I7, J1, J2, J4, J5

Library/Location/Director	Funding	Activities
South Carolina (continued)		
Cherokee County Library Gaffney, SC 29340 *See page* 9. Director: David E. Eden (803) 487–2711	$25,000	A1, F9, H1, H2, H3, I2, I3, I4
Chester County Library Chester, SC 29706 Director: Ann Ramsey (803) 377–8145	$12,400	A1, B1, C1, C2, E1, E2, H1, H4, I2, I3, J5, K2, K3
Florence County Library Florence, SC 29501 Director: Robert C. Davidson (803) 662–8424	$20,800	A1, A2, E3, G3, H1, I2
South Carolina State Library Columbia, SC 29211 *See page* 67. Director: Mark E. Pumphrey (803) 734–8666	$25,000	A3, B1, B2, B3, E3, H1, H6
South Dakota		
Oglala Lakota College Learning Resources Center/Oglala Sioux Tribe Kyle, SD 57752 Director: Dicksy Howe (605) 455–2321	$24,989	B1, B7, C1, C2, E1, F2, I2
Sioux Falls Public Library Sioux Falls, SD 57102 *See page* 13. Director: James Dertien (605) 339–7115	$17,320	A1, B1, B2, B5, C1, C2, C5, D1, F7, I2
South Dakota State Library Pierre, SD 57501 Director: Daniel Boyd (605) 773–3131	$25,000	A1, A4, A5, B1, B3, B5, B6, B7, C2, G1, G3, H1, H4, I1, I2, I8, J1, J3

Library/Location/Director	Funding	Activities
Tennessee		
Cleveland Public Library Cleveland, TN 37311 *See page* 19. Director: Charles Sherrill (615) 472–2163	$18,400	B1, B7, E1, E2, G3, H1, H3, K2, K3
Texas		
Alice Public Library Alice, TX 78332 Director: Alicia Salinas (512) 664–9506	$25,000	A1, A2, B1, B2, C1, C2, E2, H1, H4, H6, I2, J2, J5, K2, K4
Allen Public Library Allen, TX 75002 *See page* 11. Director: Barbara Buehler (214) 727–9175	$25,000	A1, B1, B2, B3, C2, C5, C6, G3, H3, H6, I2, J4
Austin Public Library Austin, TX 78768 Director: David E. Holt (512) 473–4244	$25,000	A1, B1, B3, B5, C1, D1, D13, E1, F10, H1, H6, J4, K2
Delta County Public Library Cooper, TX 75432 *See page* 21. Director: Cindy Switzer (214) 395–4575	$25,000	A1, A2, A3, B1, B3, D4, D5, D7, F8, F11, F12, G2, G3, H4, H5, I1, I9, J2, J4, J5, K2, K3, K4
Ector County Library Odessa, TX 79761 Director: Barbara Horton (915) 333–9633	$25,000	A1, A2, A3, A4, A5, B1, C1, D4, F8, H1, H6, I2, I3, I7, J2, K2, K3
Emily Fowler Public Library Denton, TX 76201 Director: Carol Weller (817) 566–8470	$22,868	A1, A2, A3, B1, B5, C1, C2, D12, I2, J2, J5, K2, K3

Library/Location/Director	Funding	Activities
Texas (continued)		
Franklin County Public Library Mt. Vernon, TX 75457 *See page* 21. Director: Sue Barker (214) 537–4916	$25,000	A1, A2, A3, B1, B3, D4, D5, D7, F8, F11, F12, G2, G3, H4, H5, I1, I9, J2, J4, J5, K2, K3, K4
Houston Public Library Houston, TX 77002 Director: Carol Brown (713) 247–2227	$25,000	A1, B1, E1, E2, F8, H1, I2, I3, I4, J4, J5, K2, K3
Nancy C. Roberts Memorial Library Brenham, TX 77833 Director: Diana Bennett (409) 836–2312	$16,213	A1, B1, B3, B7, C1, C2, C5, C6, E1, E2, F10, G1, H3, H5, I6, K1, K2, K3
Sinton Public Library Sinton, TX 78387 Director: Kathleen M. Nixie (512) 364–4545	$10,560	A1, A2, A3, A4, A5, B1, B2, B3, B7, C2, F8, H1, I2, I4, I5, I7, J2, J4, J5, K2, K3
Sterling Municipal Library Baytown, TX 77520 Director: Denise R. Fischer (713) 427–7331	$ 4,412	B1, B5, C3, D4, F9, H2
Tom Green County Library San Angelo, TX 76903 Director: D. Karen Vavricka (915) 655–7321	$24,106	A1, A3, A4, A5, B1, B2, B5, B7, C1, C2, C5, C6, D12, F4, F8, F11, F12, H1, I2, I3, I7, J5, K3
Upshur County Public Library Gilmer, TX 75644 *See page* 21. Director: Joyce Morrison (214) 843–5001	$25,000	A1, A2, A3, A4, A5, B1, B3, D5, D7, G2, G3, H4, H5, I1, I6, I8, J2, J4, J5, K2, K3
Ward County Library Monahans, TX 79756 Director: Fern Dodson (915) 943–3332	$10,000	A3, C1, J5, K2, K3

Library/Location/Director	Funding	Activities
Utah		
Brigham City Library Brigham City, UT 84302 Director: Mary Hansen (801) 723–5891	$14,993	A1, A2, A3, A4, B1, C1, C2, E1, E2, F8, H3, H4, I2, I3, I7, K2, K3
Price City Library Price, UT 84501 *See page* 9. Director: Dale E. Edwards (801) 637–4747	$25,000	A1, A2, A3, B1, B5, B7, C1, C2, D4, D5, D11, D12, E1, E2, F3, F8, F10, H2, H3, H5, I2, I3, I4, I7, K2, K3
Vermont		
Rutland Free Library Rutland, VT 05701 *See page* 16. Director: Paula Bake (802) 773–1860	$24,991	B4, C3, D4, H4
Virginia		
Fauquier County Public Library Warrenton, VA 22186 *See page* 15. Director: Patricia L. Downey (703) 347–8757	$ 7,415	B4, C1, C2, C5, C6, H1, J3, J4, K2
Jefferson-Madison Regional Library Charlottesville, VA 22901 Director: Karen L. Morris (804) 979–7151	$24,476	A1, A2, B1, B2, B7, D1, D6, F9, G1, G3, H1, H2, H3, H4, H6, I3, I8, I9, J1, J4, K3
Tazewell County Public Library Tazewell, VA 24651 Director: Laurie Surface (703) 988–2541	$25,000	A1, A2, A3, B1, E2, F8, I1, I2, I3, I6, I7, I8, J2, J4, J5, K2, K3
Virginia State Library and Archives Richmond, VA 23219 Director: Dudley Colhert (804) 786–2975	$19,870	B3, B6, F8, F10, H1, H4, H6, I2, J4

Library/Location/Director	Funding	Activities
Virginia (continued)		
Washington County Public Library Abingdon, VA 24210 *See page* 2. Director: Virginia Davis (703) 628–2971	$24,630	A1, A2, A3, A4, A5, B1, B2, C1, C2, D10, E2, G3, H1, H2, I2, I3, I6, I8, J5, K2, K3
Washington		
Asotin County Rural Library District Clarkston, WA 99403 Director: Aimee Hirschel (509) 758–5454	$18,360	B4, C1, C2, C5
Kitsap Regional Library Bremerton, WA 98310 Director: Irene Heninger (206) 377–7601	$19,838	A1, A2, A3, A4, B1, C1, I6, I7
Lummi Reservation Library System Bellingham, WA 98225 Director: Pauline Hanson (206) 734–8181	$25,000	A1, A2, B1, B7, C1, C4, C5, F2, H4, H5
Pend Oreille County Library Newport, WA 99156 *See page* 2. Director: Judy Sloan (509) 684–8421	$25,000	A1, B1, B2, B5, B7, C1, C2, F2, F9, G2, H2, I7
Upper Skagit Tribal Library Sedro Woolley, WA 98284 Director: Sue Roberts (206) 856–5501	$25,000	A1, B1, B5, C1, C2, C4, D12, F2, F9, F10
Washington State Library Olympia, WA 98504 *See page* 12. Director: Marie Zimmerman (206) 753–2114	$25,000	B3, D13, H1, H6, I6, I8, J1

Library/Location/Director	Funding	Activities
West Virginia		
Kanawha County Public Library Charleston, WV 25301 Director: Jo Ellen Flagg (304) 343-4646	$9,677	C1, C2, C5, C6, I5
Morgantown Public Library Morgantown, WV 26505 Director: Susan Swanson (304) 291-7425	$13,079	C1, C2, C5, I3
West Virginia Library Commission Charleston, WV 25305 Director: Shirley Smith (304) 348-2041	$25,000	B5, B7, G1, H1, I1
Wisconsin		
Kilbourn Public Library Wisconsin Dells, WI 53965 Director: Janis Berg (608) 254-2146	$14,475	B2, B3, B7, H1, H2, H5, I3
Wyoming		
Albany County Public Library Laramie, WY 82070 Director: Duncan McCoy (307) 745-8070	$24,907	A1, B1, B5, C1, E1, I2, I3, I7, K2
Fremont County Library Lander, WY 82520 *See page* 5. Director: Andy Deering (307) 856-3556	$19,850	C1, C2, C5, E1, H1, I1, I5, I7, I8

Appendix C

Statistical Information and Analysis

I. Funding History

	Authorization	Appropriation	Awards Made Number	Awards Made Amount
1986	$5,000,000	$4,785,000	239	$4,736,643
1987	5,000,000	5,000,000	245	5,000,000
1988	5,000,000	4,787,000	224	4,787,000

II. FY 88 Applications

Number received: 490 from 50 States and 1 territory

Amount requested: $10,512,812

Number funded: 224 in 49 States

Types of applicants:	Number of Applications	Number of Awards
State Libraries	27	21
Local Public Libraries	457	201
Joint Applications	6	2
Total	490	224

III. Comparison of Fiscal Years 1986, 1987, and 1988

- **New Applicants.** Over one-third (37 percent) of the applications received in FY 88 were from new applicants. Of the 490 applications received, 181 were from libraries that had not applied in either 1986 or 1987.
- **New Grantees.** Over one-third (39 percent) of the grants made in FY 88 were awarded to new grantees. Of the 224 grants made, 87 were awarded to libraries that had not received an LSCA Title VI grant before.
- **Repeat Grantees.** About one-third (34 percent) of the FY 88 grantees also received a grant in either FY 86 or 87. However, most are not receiving continuous grants. Only 46 of the libraries that received grants this year were also funded last year.
- **Three-Year Grantees.** About one-fourth (27 percent) of the recipients of FY 88 grants—60 libraries—also received grants in FY 86 and 87.

- **Keep Trying.** Almost one-half (45 percent) of the libraries that were unsuccessful last year who reapplied this year were awarded grants. In addition, 10 libraries that were not successful in either FY 86 or 87 reapplied once again and 4 succeeded in obtaining FY 88 grants.

IV. FY 88 Activities—Explanation of Analysis

The activities listed in appendix A have been analyzed in terms of the types of activities being conducted by State and local public libraries in LSCA Title VI projects. Two modifications have been made to the categories in appendix A in order to provide a more accurate analysis of the activities. The categories of "Coalition-Building" and "Interagency Cooperation" have been combined, since many of these activities overlapped. The activities related to the development of manuals or guidelines (B6, D13, I1, and I5) have been broken out from their original categories and combined into a new category called "Manuals," since their inclusion in their original categories skewed the analysis.

For these analytical purposes the categories are:

Students and Tutors. Recruiting, matching students; maintaining records; providing recognition activities for students or tutors.

Training. Training tutors, tutor trainers, or librarians; providing inservice workshops for these groups; providing training materials; orienting library staff to literacy programs.

Literacy Materials. Acquiring instructional or recreational literacy materials; field-testing instructional materials; developing student-produced or culturally relevant materials; processing or circulating literacy materials.

Specialized Instruction. Providing instruction in specific areas such as writing, math, life-skills; field-testing instructional methods; orienting students to library usage; using specific groups as tutors; providing student workbooks.

Technology. Equipping an adult literacy resource center; providing computer-assisted instruction; building computerized data files; providing literacy instruction via cable television.

Targeted Populations. Providing literacy services to specific groups such as Indian tribes, prison populations, adults who speak English as a second language; providing childcare or transportation services.

Coalitions/Cooperation. Establishing or serving on literacy councils; coordinating activities with literacy councils, other literacy providers, community leaders, schools, adult basic education, colleges; stimulating libraries to provide literacy services.

Public Awareness. Developing printed promotional materials; producing promotional videos or public service announcements; promoting literacy programs in more than one language; publishing newsletters; giving speeches; presenting public seminars on literacy; sponsoring Literacy Day, Week, or Month.

Evaluation. Assessing the literacy needs of a community or individual students; evaluating materials, programs, or student progress.

General Services. Setting up the library as a literacy headquarters; providing office space and equipment or space for instruction; providing clerical assistance.

Manuals. Developing training or planning manuals, curriculum guides, resource directories, or bibliographies.

State and local public library projects have been analyzed according to each activity listed in appendix A as well as in terms of each of the above categories of activities. Since all libraries are engaged in multiple activities, libraries may be counted in more than one activity or category. However, when analyzing a single category of activities, libraries were counted only once, no matter how many activities within that category they performed.

V. State Library Activities

- The activities with the largest number of State libraries participating are training activities. Of the 21 State libraries funded by LSCA Title VI this year, 17 are involved in training tutors, librarians, or trainers. Most State libraries are training librarians (14 libraries) or tutors (10 libraries) while some are training tutor trainers (4 libraries).
- The majority of the State libraries are supporting activities in the following categories (listed in descending order): Training (18 libraries); Coalitions/Cooperation (16 libraries); Manuals (14 libraries); and Evaluation (12 libraries). Usually, the State libraries are supporting these activities to assist libraries throughout their State in planning or implementing a literacy program.
- Fewer State libraries are working in the categories that relate to implementing literacy programs at local levels (listed in descending order): Materials (8 libraries); Students/Tutors (7 libraries); Targeted Populations (7 libraries); Public Awareness (6 libraries); Specialized Instruction (5 libraries); Technology (4 libraries), and General Services (3 libraries). Some of the State libraries working in these areas are doing so on a Statewide basis. For example, the South Carolina State Library is implementing a computerized system of collecting and maintaining student records and data on literacy programs to obtain consistent data on literacy programs in the State.

- The percentage of State libraries conducting activities in each category is summarized in figure 1 on page 69.

VI. Local Public Library Activities

- Most of the projects in local public libraries funded by LSCA Title VI include a tutoring component. Therefore, the activities with the largest number of participating local public libraries are those designed to assist tutors: develop literacy collections, train tutors, recruit students and tutors, and produce printed promotional materials. Of the 203 local public libraries funded by LSCA Title VI this year, 151 are acquiring instructional literacy materials, 148 are training tutors, 139 are recruiting students and tutors, 116 are acquiring recreational literacy materials, and 96 are developing printed promotional materials.
- The majority of local public libraries are supporting activities in the following categories (listed in descending order): Training (169 libraries); Literacy Materials (160 libraries); Students/Tutors (150 libraries); Coalitions/ Cooperation (146 libraries); Public Awareness (131 libraries). These are activities that are necessary to operate a literacy program in a community.
- Less than one-half of the local public libraries are engaged in the following categories (listed in descending order): General Services (98 libraries); Evaluation (95 libraries); Targeted Populations (93 libraries); Technology (83 libraries); Specialized Instruction (77 libraries); and Manuals (41 libraries). Most of these activities are more specialized and not essential to every literacy program.
- The percentage of local public libraries conducting activities in each category is summarized in figure 2 on page 70.

Figure 1.—State Library Activities

Percent of State libraries conducting selected activities

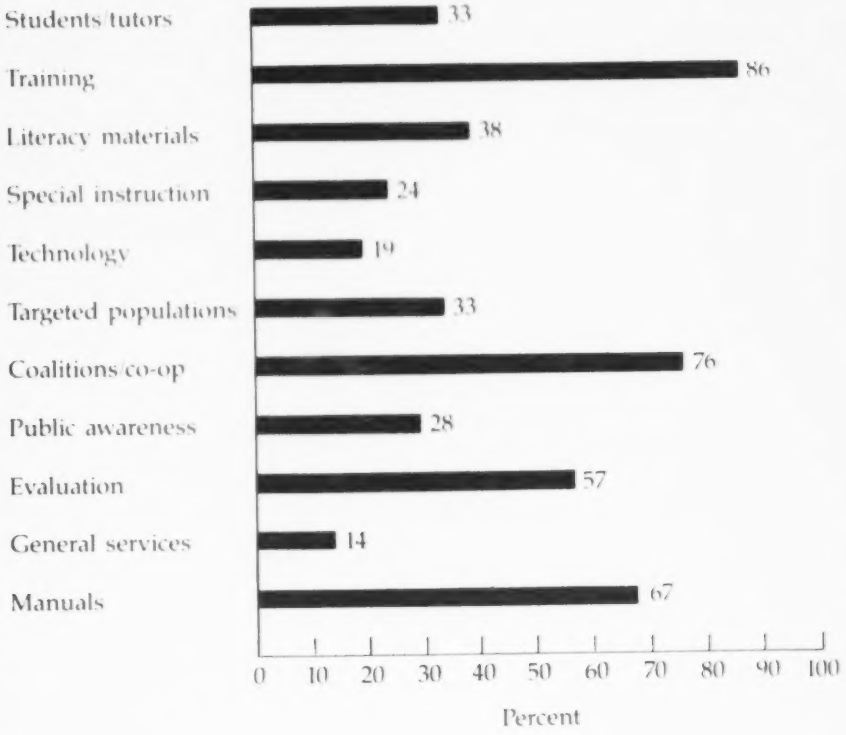

Figure 2.—Local Public Library Activities

Percent of local public libraries conducting selected activities